

Excellent Teaching for Excellent Learning

The steps highlighted within this document are not intended to be implemented in a linear process

You may feel it beneficial to change the order of the components depending on the lesson

Some steps may be revisited numerous times within the lesson

This full learning process may require more than one lesson

Underpinning all elements are:

- Positive relationships

- Support and challenge

- Organisation & Management

- Personalisation & Choice



Activate Prior Knowledge

(Daily, Weekly, Monthly Review)

- Making links to previous knowledge & experiences
- How does this fit in with the Learning Intention?
- Which children do I need to look out for?



Sharing Learning Intentions

- What is the hook into the new learning?
- Language: 'understand', 'know' or 'be able to'
- Do children understand the Learning Intention?
- Why do children need to know this new learning?



Agree Success Criteria

- Language: 'I can...' statements
- Is this shared in a way that children (and adults) can make reference to it to evaluate progress?



Guided Practice ('I Do')

- Demonstrate: What does a good one look like?
- Identify key knowledge, understanding and vocabulary
- Common misconceptions or errors identified



Independent Practice

- *Supported* ('We Do'): Individual practise, but within a group with teacher as guide
- *Independent* ('You Do'): Child practises unaided, teacher observes and intervenes where required



Promote Thinking

- Questioning: pose, pause, pounce, bounce
- Discussion: share your thoughts on..., think-pair-share
- Show me boards



Assessment

- Self: self-assessing against criteria and self-quizzing
- Peer: class critique, peer assessment
- Teacher: observation, questioning, exit passes



Feedback

- Clear and precise, moving learning forward
- Individual and whole class messages
- Making links to Learning Intention and Success Criteria
- Opportunities to gather feedback regarding teaching